

DOCUMENT RESUME

ED 192 956

RC 012 244

TITLE A Guide for Evaluating and Selecting Multicultural Instructional Materials.
 INSTITUTION Illinois State Board of Education, Springfield.
 PUB DATE [74]
 NOTE 30p.
 EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS Cultural Pluralism; Elementary Secondary Education; *Ethnic Bias; Evaluation Criteria; *Evaluation Methods; Guidelines; *Instructional Materials; *Media Selection; *Multicultural Education; *Racial Bias; State Legislation; Stereotypes; Textbook Selection
 IDENTIFIERS Cultural Contributions: *Illinois

ABSTRACT

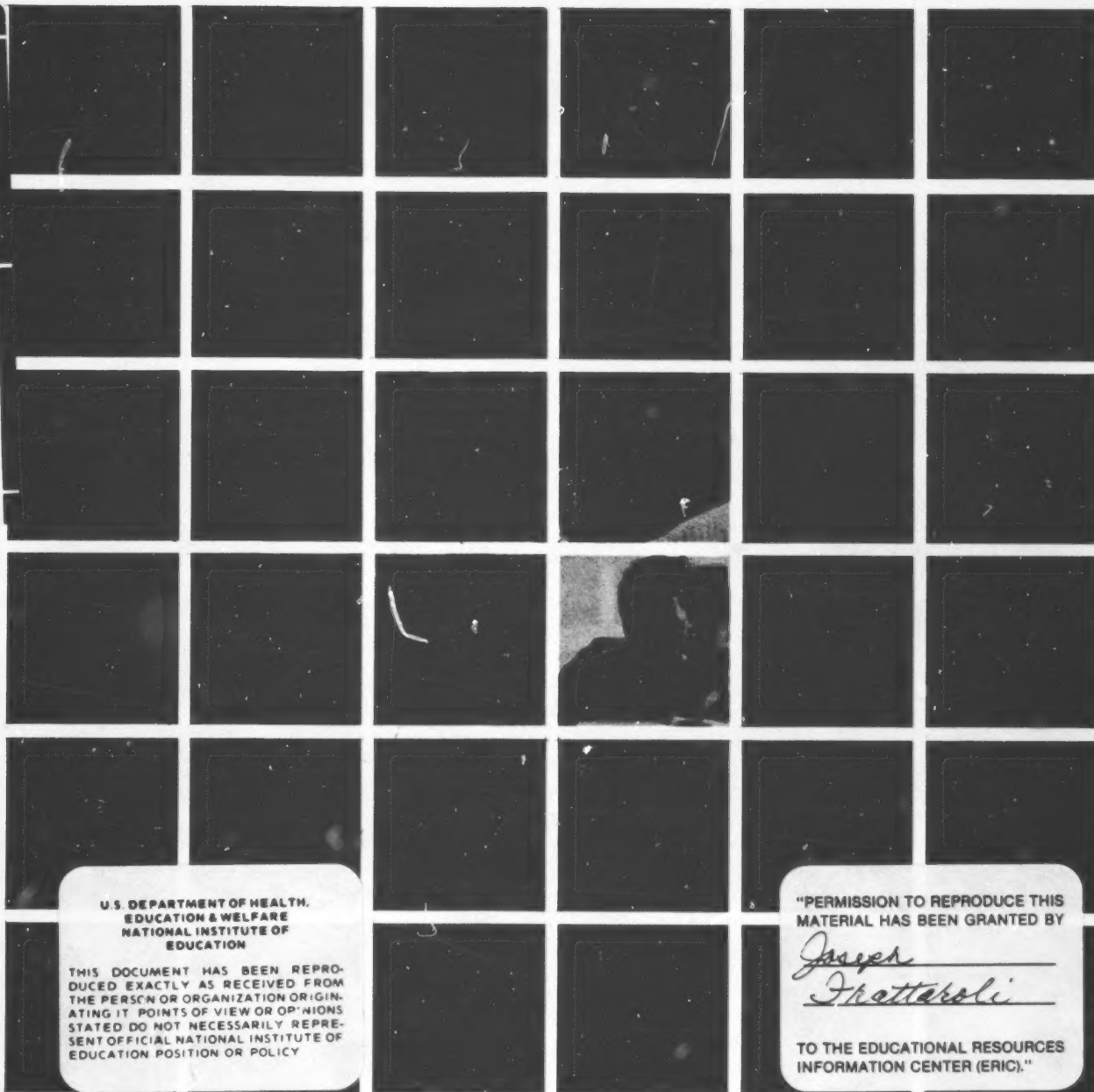
Designed for both school and community personnel, this guide provides assistance in the evaluation and selection of ethnically valid instructional materials which reflect the role and contributions of the diverse racial and ethnic groups in American society. There is a list of 10 criteria for the selection of instructional materials and a statement of the major considerations involved in choosing textbooks that are racially unbiased. The principal method of evaluation described consists of a series of questions with examples which teachers, educators, publishers, or parents can use to examine the content of either individual passages or an entire text for ethnic or racial bias. The questions focus on omissions, stereotypes, distortions, impositions of standards, contributions, and derogatory language. The guide also suggests a method for correcting unacceptable passages. Finally, there are content analysis questions to be applied to the work as a whole. The appendixes include names and addresses of the Illinois regional advisory committees, names and addresses of textbook publishers, and a plan for the effective use of these guidelines. (CM)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

A GUIDE FOR EVALUATING AND SELECTING MULTICULTURAL INSTRUCTIONAL MATERIALS



ED192956



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Joseph
Frattaroli

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Illinois State Board of Education

Donald F. Muirheid, Chairman
State Board of Education

[1974]

Joseph M. Cronin
State Superintendent of Education

RC 012244

ILLINOIS STATE BOARD OF EDUCATION

Donald F. Muirheid, Chairman
State Board of Education

Joseph M. Cronin
State Superintendent of Education

A GUIDE FOR EVALUATING AND SELECTING MULTICULTURAL INSTRUCTIONAL MATERIALS

Prepared by the
Urban and Ethnic Education Section
of the
Illinois State Board of Education

FOREWORD

This document is provided to assist in the evaluation and selection of ethnically valid instructional materials. Designed for both school and community personnel, this guide will be useful in promoting multicultural education through use of texts which reflect the role and contributions of the diverse racial and ethnic groups in American society.

Recognition is given to LaVeta Johnson Smith who coordinated the collective efforts of the regional advisory committee and saw the publication through its many revisions.

We encourage schools to follow this guide which can improve the quality of instruction for all students and promote greater understanding.

TABLE OF CONTENTS

	PAGE
FOREWORD	i
TABLE OF CONTENTS	ii
HISTORICAL DEVELOPMENT OF THE GUIDE	1
USE OF THE PROCEDURES	3
PROCESS FOR THE EVALUATION AND SELECTION OF ETHNICALLY VALID INSTRUCTIONAL MATERIALS	4
THE ANALYTICAL PROCESS	6
PROCEDURES FOR CONTENT ANALYSIS.	9
CONTENT ANALYSIS QUESTIONS FOR THE WORK AS A WHOLE.	15
GLOSSARY	17
APPENDICES	18
Appendix A	18
Textbook Publishers	24
Appendix B	25

HISTORICAL DEVELOPMENT OF THIS GUIDE

BE IT ENACTED BY THE PEOPLE OF THE STATE OF ILLINOIS, REPRESENTED IN THE GENERAL ASSEMBLY:

Section 1. Section 27-21 of The School Code of Illinois, approved March 18, 1961, as amended, is amended to read as follows:

Sec. 27-21. History of United States. "History of the United States shall be taught in all public schools and in all other educational institutions in this State supported or maintained, in whole or in part, by public funds. The teaching of history shall have as one of its objectives the imparting to pupils of a comprehensive idea of our democratic form of government and the principles for which our government stands as regards other nations, including the studying of the place of our government in world-wide movements and the leaders thereof, with particular stress upon the basic principles and ideals of our representative form of government. The teaching of history shall include a study of the role and contributions of American Negroes and other ethnic groups, including but not restricted to Polish, Lithuanian, German, Hungarian, Irish, Bohemian, Russian, Albanian, Italian, Czechoslovakian, French, Scots, etc., in the history of this country and this State. No pupil shall be graduated from the eighth grade of any public school unless he has received such instruction in the history of the United States and gives evidence of having a comprehensive knowledge thereof."

June 26, 1967

The above, unprecedented legislation mandated the study of ethnic education in Illinois public schools. Illinois has continued its leadership role in initiating ethnic education activities throughout the State. This process was greatly enhanced when the Superintendent of Public Instruction created an Ethnic Education Section within his office. This important act provided the mechanism to aggressively support the concept of cultural pluralism.

Action Goals for the Seventies, a document reflecting concerns expressed by Illinois citizenry, grew out of public hearings held throughout the State. These hearings provided useful information which later established programmatic direction for the newly created Ethnic Education Section. One of the action objectives articulated by the people of Illinois gave impetus to this document:

BY 1974, INSTRUCTIONAL MATERIALS SHOULD ACCURATELY DEPICT AND REFLECT THE DIVERSITY OF AMERICAN SOCIETY AND THE CONTRIBUTIONS OF VARIOUS RACIAL AND ETHNIC GROUPS.

The guide which follows is the result of an intensive process designed to utilize the knowledge, expertise, and varied perspectives of over 100 educators, community leaders, and students throughout the State of Illinois.

Six advisory committees were formed in Bloomington-Normal, Peoria, Carbondale, Chicago, East St. Louis, Rockford, and Springfield. Each committee held at least two meetings involving the collection and analysis of data related to the racial and ethnic diversity of instructional materials. Concepts and issues important to a vital useful set of guidelines were identified and defined. Each advisory committee then sent representatives to a state-wide Instructional Materials Conference during the summer of 1973 in order to synthesize the results of all the regional meetings. The product of the State conference was in turn submitted to the six regional committees for further input.

A Conference on Ethnically Valid Instructional Materials was held in February 1974, attended by members of the regional committees and by representatives of various publishing companies that supply textbooks to schools in Illinois. The draft of the guidelines was critically examined by the conference participants. An Editorial Task Force subsequently was formed, and it developed a final draft incorporating the suggestions from the Conference. Final approval was then obtained from the regional committees.

Such was the developmental process for this guide. However, important action steps must occur to complete the process. You, the educator, parent, and concerned citizen must utilize these guidelines in the evaluation of your current instructional materials and in the selection of new materials, whether they be textbooks, films, or supplementary materials.

USE OF PROCEDURES

WHO WILL USE THIS GUIDE?

TEACHERS. . .

Teachers should utilize the following procedures in selecting new textbooks and other instructional materials. The selection criteria will enable the teachers to recognize materials which are invalid with respect to the treatment of ethnicity, and moreover, will aid the teachers in compensating educationally for these inappropriate, inaccurate, or otherwise poor materials.

SCHOOL ADMINISTRATORS AND BOARD MEMBERS. . .

School administrators and board members are intimately involved in curriculum development and instructional materials selection; they, like the teachers, must be knowledgeable about the appropriate way to approach ethnicity in education.

COMMUNITY GROUPS. . .

Community groups concerned with education can also make use of this guide in their interactions related to racial and ethnic matters. It is not unfeasible that parents should be educated as to the proper portrayal of ethnicity in the classroom, and the guidelines could very well be an aid in such enlightenment.

TEXTBOOK PUBLISHERS. . .

The guidelines will communicate to the textbook publishers the needs and desires of educators in the State of Illinois with respect to ethnicity in instructional materials. Hopefully, the procedures will serve to elicit more appropriate textbooks from the creators.

HOW TO USE THIS GUIDE

IT IS STRONGLY URGED THAT EACH LOCAL SCHOOL DISTRICT PRESENT AT LEAST ONE INSERVICE WORKSHOP FOR TEACHERS, ADMINISTRATORS, AND CONCERNED CITIZENS IN ORDER TO FACILITATE PROPER UNDERSTANDING AND WORKING KNOWLEDGE OF THE PROCEDURES IN THIS GUIDE.

PROCESS FOR THE EVALUATION AND SELECTION OF ETHNICALLY VALID INSTRUCTIONAL MATERIALS

Selection of instructional materials used in classrooms in the State of Illinois SHOULD CONFORM to the following:

1. THE FACT THAT the United States and other countries are multiracial, multiethnic societies should be clearly expressed in written and illustrated content.
2. DIFFERENCES AMONG GROUPS SHOULD be presented in a positive and educationally sound manner that fosters a comprehension of and respect for such differences.
3. THE CULTURAL BEHAVIOR OF ETHNIC AND RACIAL GROUPS SHOULD be presented in terms of each group's values and historical experiences. The presentation should include, where appropriate, the causes of differences and the perception of differences as interrelated aspects of a common humanity.
4. THE HISTORICAL BACKGROUNDS OF THE VARIOUS GROUPS SHOULD be presented in an integrated fashion, as part of a comprehensive United States history, rather than in an isolated manner. The history of America should be perceived as a simultaneous interaction and intergrouping of its various peoples.
5. IT IS IMPORTANT TO INCLUDE not only what the various racial and ethnic groups have done for and in America, but also what America has done--both positively and negatively--to these groups.
6. IN LIEU OF STEREOTYPING OR GLAMORIZATION of particular groups or characteristics there should be an honest, objective treatment of real people and issues. Emphasizing the realities will make the material more relevant to the students' needs. An exclusive use of the "contributions approach" or the "superhero approach" should be avoided; rather, some "ordinary" people with whom the child can identify should be included.
7. MATERIALS SHOULD indicate that there is a wide range of individual differences within groups in order to avoid closed, "absolute," rigid descriptions of ethnicities and races.
8. DISCUSSION OF CONTEMPORARY ISSUES SHOULD include the historical backgrounds. A comprehensive account of the conditions and forces leading to current situations will allow the students to make intelligent, independent judgments regarding intergroup conflicts.

9. SOCIAL ISSUES INVOLVING racial, ethnic, and religious matters, such as genocide, restrictive immigration, and segregation should receive frank, mature, and critical treatment rather than being minimized or ignored.
10. INSTRUCTIONAL MATERIALS SHOULD NOT condone biased language, derogatory expressions, and ambiguous jargon. Such language can be presented as examples of the expression of prejudice and stereotyping.

THE ANALYTICAL PROCESS

Each individual has his/her own set of values, attitudes, and beliefs which influence thought and behavior. Some of these are conscious, while others always remain at an unconscious level. One arrives at the process of analyzing instructional materials or developing curricula with certain views which cannot help but affect the results. If an individual is prejudiced, he/she will be unable to select textbooks that are ethnically unbiased. Thus it is extremely important that one be aware of the frame of mind necessary for an objective and valid assessment of instructional materials. Following are the major considerations that should be involved in such an analysis:

I. Philosophical Considerations

- A. TODAY THE OLD "MELTING POT" THEORY OF ASSIMILATION IS OPEN TO SERIOUS RECONSIDERATION.

In the 19th and early 20th Century many generations of immigrants chose to blend or subordinate their ethnic and cultural heritage. Others did not. Today both Native Americans and recent non-white and white immigrants most often prefer to retain their differences in life-styles, value systems, customs, and traditions. Neither instructional materials nor teachers should disregard or denigrate the importance of these distinctions, to the extent that members of contemporary racial and ethnic groups elect to retain them.

- B. CULTURAL PLURALISM IS TO BE VALUED RATHER THAN DENIED OR SUPPRESSED.

Recognizing the positive aspects of ethnicity can enhance feelings of pride and self-respect. American society and the societies of other countries are enriched by the contributions of their diverse racial and ethnic groups. Since a multiracial, multiethnic nation is the reality, it should be accepted, respected, and cultivated.

- C. THE VARIOUS RACIAL AND ETHNIC GROUPS IN AMERICA AND THE WORLD ARE INTERDEPENDENT UPON EACH OTHER.

The groups cannot stand alone but rather require the understanding and support of one another. They can benefit from a better mutual understanding and a sharing of their mutual

concerns. A progressive improvement of the relationships among groups will surely lead to a general strengthening of a nation and of the world as a whole. Underlying the unique aspects of the various racial and ethnic groups is a common humanity.

- D. IN A PLURALISTIC SOCIETY, "MAINSTREAM," "NORMAL," "OUTSIDERS," AND "FOREIGNERS" ARE ALL RELATIVE, SUBJECTIVE TERMS, RATHER THAN OBJECTIVE STATEMENTS WHICH DEPICT THE MINORITY GROUP'S RELATIONSHIP TO THE DOMINANT CULTURE.

Recognizing that within this society there is a norm for absorbing and accepting new groups and persons, the references to those entering the culture should reflect actual conditions of assimilation of ethnic groups and the varying degrees of blending of customs, language, and economic status.

- E. RACIAL AND ETHNIC GROUPS SHOULD NOT BE BLAMED OR SOUGHT AS SCAPEGOATS FOR THEIR INABILITY TO MEET THE "DOMINANT GROUP STANDARDS."

Forced to face the problems and inconveniences often attached to responding to differences, i.e., "special treatment," translations, etc., some people respond with the accusation that the source of a problem is the group itself (blaming the victim), or a supposed trait of the group ("lazy," "culturally deprived," "pushy"). Whereas, the political and social realities (the dominant society's treatment of the group) are the real sources of problems.

II. Considerations in the Written Content

A. OBJECTIVITY OF PERSPECTIVE IS DESIRABLE.

Materials can either explicitly or implicitly present a viewpoint. "Factual" accuracy can be distorted through omissions, selectivity, organization, or interpretation--all producing a biased presentation. Subjectivity, i.e., expressions of personal opinion, must not be presented by the author as "objective treatment."

B. OVERGENERALIZATION IS INAPPROPRIATE.

Materials can be misleading and invalid due to indiscriminate generalizations, vagueness, stereotyping, inattention to "subcultures" within cultural groups, and superficial presentation of concepts.

C. THE MANNER OF CONTENT PRESENTATION WITHIN INSTRUCTIONAL MATERIALS HAS EDUCATIONAL IMPLICATIONS.

Open presentation encourages reflective thinking and discussion, and allows students to draw valid conclusions. Closed presentation is dogmatic, narrow in perspective, and inhibiting to further conceptualization and consideration on the part of the student. Presentation of content in a rigid, "absolute" manner thus should be avoided.

III. Consideration in the Pictorial Content

A. IT IS IMPORTANT TO REMEMBER THAT ILLUSTRATIONS ALSO INSTRUCT.

Because pictures have meaning, whether explicit or implicit, they consequently have implications. Thus, like the written content, the pictorial content can be misleading, inappropriate, biased, or otherwise invalid. Care must be taken to ensure that the illustrations make a positive contribution to the student's understanding.

B. ILLUSTRATIONS SHOULD BE REFLECTIVE OF CULTURAL PLURALISM.

Pictures should accurately project the fact that American society and the societies of other nations are multiracial and multiethnic. The heterogeneity of these countries should be portrayed whenever possible. Illustrations of people, their environments, and their life-styles should not be limited to the white middle-class.

C. STEREOTYPED ILLUSTRATIONS ARE HARMFUL.

Illustrations involving a member of a racial or ethnic group must not portray him/her in a stereotyped manner with regard to his/her appearance, job, habits, and other such characteristics. Oversimplified or outdated illustrations should not be used to describe or typify an ethnic or racial group. Pictorial content should be as accurate, as wide-ranged, as inclusive, as current, and as non-patronizing as possible, in order to project an unbiased, valid impression of the various groups.

PROCEDURES FOR CONTENT ANALYSIS

Content analysis is one method for the evaluation of instructional materials. The process which follows has two phases: (1) the identification of error and (2) a method for correction or formulation of an alternative passage.

The process consists of a series of questions with examples which teachers, educators, publishers, or parents can use as a tool to analyze the content of individual passages (or the text as a whole) for ethnically/racially sound treatment. These questions provide a means for recognizing bias, and, in addition, offer a process for correcting erroneous passages, i.e., generating alternatives which more accurately state the reality.

The authors of this guide invite you to "brainstorm" your own questions. Quickly list those possible errors which a text could portray and derive the cause from it (exaggeration, omission, etc.). Next, take the following list of questions and match yours with it. Perhaps you have already identified the criterion for evaluation, or you may see additional points for analysis.

Types of errors fall into the following categories:

- Omissions
- Stereotyping
- Distortions (understatements, exaggerations)
- Imposition of standards
- Contributions
- Derogatory language

Through utilization of the series of questions and examples which follow, one can develop a facility (almost unconscious) for evaluation while reading a text or passage. The criteria becomes internalized with use, as well as the procedure for correcting error. (See worksheet on the following page.)

Examples used in the guide are taken from a variety of texts--social studies, physics, etc. References for the examples cited are withheld as they are not meant to critique an entire text. Selected sample entries may unfairly bias the reader toward an entire series or text.

What follows is a sample application of the process to question one in the category of Omissions or Inclusion:

QUESTION I - OMISSIONS OR INCLUSION

Does the book give an overall impression that typical people are white, Anglo-Saxon males, or are other people seen as typical?

EXAMPLE OF RACIST TREATMENT	EXPLANATION	POSSIBLE ACCEPTABLE ALTERNATIVE TREATMENT	EXPLANATION
Most Southerners felt that slavery was good and ought to be defended.	This treatment indicates that the slaves themselves are not included in the word <u>Southerners</u> , since most slaves did not feel this way.	Most white Southerners. . . Most prominent Southerners. . . Most Southern leaders. . .	Indicates that the term <u>South-erner</u> includes <u>black</u> Southerners also; therefore it must be qualified to show <u>which</u> South-erners felt this way.
The typical American of the time felt that his wife should be dependent upon him.	Indicates that the "typical American" is male.	The typical American of the time felt that wives should be <u>dependent on husbands</u> . The typical American man felt that his wife should be. . .	Shows that some typical Americans were female and that they held this opinion also. Shows that the <u>typical American</u> includes both men and women but that the men were the ones who held this opinion.

An additional question related to omissions or inclusion might be:

COROLLARY QUESTION:

Does the book only present the ethnic group when they are a problem to the dominant group, or only in relation to white Anglo-Saxon culture? (This does not imply that these relationships should be

omitted, but that they should not be the sole reason for mention of an ethnic group.)

Note: There is no example to demonstrate this error as it is a lack, an absence of.

QUESTION II - STEREOTYPING

Does the book give the impression that a variety of personality traits, physical abilities, mental talents, and interests exist within every ethnic group?

EXAMPLE:

The so-called Five Civilized Tribes--Creeks, Choctaws, Chickasaws, Cherokees, and Seminoles--loved their homes.

Explanation of why it is misleading:

Are they the only tribes that loved their homes? What about the other tribes?

Using the worksheet form above, attempt to do steps three and four--generate an acceptable alternative by doing one of the three things as indicated.

QUESTION III - CONTRIBUTIONS

- (a) Does the book portray that the United States has received from its ethnic groups as much as it has given?
- (b) Does the book stress only the accomplishments of some ethnic groups and the shortcomings or failures of other ethnic groups?

EXAMPLE:

Africans brought to this country were inferior beings from "primitive cultures."

This is a very obvious racist statement which denies a total culture; far more subtle neglect often occurs in the area of contributions of cultures or members of a culture. A general guideline to follow might be:

IF IT IS NOT EVIDENT THROUGH NAME OR PHOTOGRAPH, A PERSON OR ORIGIN OF A CONTRIBUTION NEEDS TO BE IDENTIFIED BY CULTURAL OR ETHNIC GROUP.

QUESTION IV - IMPOSED STANDARDS

Does the book measure all ethnic accomplishments by a white model?

EXAMPLES.

- (a) . . .the so-called Five Civilized Tribes--Creeks, Choctaws, Chickasaws, Cherokees, and Seminoles--loved their homes. Many of them, especially the Creeks and Cherokees, had learned to be thrifty farmers, had built good houses, acquired herds of cattle, erected grist mills, and educated their children in missionary schools. . . .
- (b) As it was, Mexico provided no courts, no police, no regular postal facilities, and no schools.
- (c) Armed only with the bow and arrow, the tomahawk, and the war club, and ignorant of any military art save the ambush, they were ordinarily no match for well-accounted and vigilant whites. For that matter, they had shown little capacity to subdue nature and, as they lived mainly by hunting and fishing, their resources were precarious.

A corollary question deals with pre-European history:

COROLLARY QUESTION:

Does the book present material on Africa, South America, and Asia which points out the standards of culture which pre-date European intrusion?

EXAMPLE:

African cultures were "primitive," lacking social organization; simple, tribal, "slave-holding" and despotic.

EXPLANATION:

The diversity and richness of both the "high civilizations" (e.g., Ghana and Mali) and the less complex societies of Africa are described.

QUESTION V - PATRONIZING

Does the book avoid use of patronization, naming the ethnic group to which a person belongs when the information is irrelevant? (This should help avoid race and sex stereotyping. For example, saying the Chicano

athlete, the Chinese laundryman, the Greek grocer, the black lawyer, or the woman doctor may bring to mind certain images, based on stereotypes. On the other hand, saying the great athlete, the neighborhood laundryman, the corner grocer, or the well-known statesman, are much more acceptable. When it is necessary to communicate an individual's ethnic group, mention it in another sentence or show it visually by including a picture. Sometimes this information comes across simply by use of names.)

EXAMPLES:

- (a) Galileo was the astronomer who discovered the moons of Jupiter. Marie Curie was the beautiful chemist who discovered radium.
- (b) . . . they had a childlike faith that their amicable intentions would be understood.

QUESTION VI - DISTORTIONS (UNDERSTATEMENTS, EXAGGERATIONS)

Is sufficient factual information given so as to represent issues in proper perspective, avoiding either over-emphasis or understatement?

EXAMPLES:

- (a) . . . most immigrants, regardless of origin or location in their newly adopted country, soon became a part of the life in America, just as had the colonial immigrants who came before them.
(. . .soon became a part? Was it all that smooth and easy?)
- (b) American labor resented the Irish who were often so used to poverty that they could be hired for low wages.
- (c) The war (World War I) had also revealed some alarming facts in regard to our foreign population. . . . Over ten percent of the people here could not speak English.
- (d) The Chinese worker asked for such small wages that other workers were at a disadvantage. As a result of these feelings, in 1883 Chinese laborers were excluded from the United States.
- (e) In spite of hardships, prejudice, and attempts to cling to old ways, most immigrants adapted themselves rapidly to America. Jobs were abundant and land was cheap.

Each of the above requires additional information or qualifications in order to put the fact into perspective, especially evident in the area of values of a culture.

COROLLARY QUESTION:

Are the values and beliefs of ethnic groups explained in such a way to help the reader understand and appreciate the ethnic group's reaction to the given situation?

EXAMPLES:

(a) Because the "new immigrants were seemingly so different in language, political background, and social customs, the older Americans began to wonder whether they could ever be assimilated (absorbed) into the mainstream of national life. The new immigrants were usually poor, and often (except for Jews) unable to read and write even their native language. They settled together in slums or ghettos in the cities, in "little Italys," "little Polands" and so on. Here they clung to their own familiar language.

(b) The children of the immigrants were caught between two cultures, and felt at home in neither. They were free to live on the streets of their new home.

(. . . free to live on the streets? Why?)

QUESTION VII - DEROGATORY TERMINOLOGY

Does the passage contain offensive, deprecating language?

EXAMPLE:

. . . and one Chinaman rounded out the number.

Often, direct quotes, literary passages, etc., are used in texts; when an author utilizes such quotes, an editorial comment or explanatory note needs to be inserted.

COROLLARY QUESTION:

Does the book show sensitivity in the use of group identity names respected by the given groups?

EXAMPLE:

Asian, Hispanic, Latino, Black, Negro, Native American (Group terminology has to be rooted in local, regional preferences as determined by input from the groups.)

CONTENT ANALYSIS QUESTIONS FOR THE WORK AS A WHOLE

FOR EACH WORK ANSWER THE FOLLOWING QUESTIONS:

A. INCLUSION

1. Consider the subjects or issues in this work that should appropriately¹ have references to and discussion of multi-racial/ethnic* groups. Do the pages devoted to these subjects or issues adequately and realistically present the roles of these groups?
(If an actual page count seems desirable, count the total number of pages devoted to the subjects or issues under consideration and the number of those pages dealing with the multi-racial/ethnic groups. Does this number of pages represent a realistic percentage of the total under consideration?)
2. If a work is concerned with the contemporary scene, how adequately covered are the social, political, and economic situations of the involved racial/ethnic groups?

B. UNITY

3. Is information about various racial/ethnic groups scattered, token-like references or is enough information given to be meaningful?
4. Does the information stress the continuity of the ethnic and racial cultural identity?

C. REALISM

5. Are statements about racial/ethnic groups accurate?
6. Do statements present pertinent and relevant information?
7. Are statements misleading or ambiguous?

¹In assessing "appropriately," the reviewer should remember that most issues or subjects involving people probably involve people of various racial/ethnic groups. These issues can be found in all subjects, e.g., physical education as well as history; art and music as well as language arts, etc.

*See Glossary of terms.

8. Are all aspects of the treatment of racial/ethnic groups given reasonable attention or is only the positive side of their treatment stressed?
9. Are social ills, such as poverty, crime, and racism given realistic treatment or are they condoned, minimized, or ignored?
10. Is an ethnocentric* picture of racial/ethnic groups presented? Are these groups judged according to the value system of the majority population rather than their own?
11. Are racist* statements encountered, (What are they?)
12. Is a paternalistic* attitude evident?

D. COMPREHENSIVENESS

13. In a discussion of a racial/ethnic group, are all relevant aspects of its life and culture fully portrayed?
14. Are subcultures of various groups mentioned as a part of the total society?
15. Is stereotyping* of the groups evident? (Where?)
16. Are social and economic factors that affect racial/ethnic groups realistically analyzed from valid points of view? Are these points of view substantiated by facts?

E. PHYSICAL CHARACTERISTICS OF THE MATERIAL

17. Is vocabulary level appropriate for the intended grade level(s)?
18. Is size of print and format appropriate for the intended grade level(s)?
19. Are there no obvious factors which make it inappropriate for these grades?
20. Are those features clearly appropriate to the intended purpose?
21. Is the presentation clear?
22. Is the item durable and not too expensive?
23. Is the aesthetic quality good?

* See Glossary of terms.

GLOSSARY

- ETHNIC:** Relating to races or large groups of people classed according to their color, nationality, religion, or customs.
- ETHNOCENTRIC:** Seeing events through the self-limiting vision of one's ethnic origins; regarding one's own ethnic group as superior and therefore other ethnic groups as inferior.
- PATERNALISM:** A system under which an authority treats those under its control by regulating their conduct and supplying their needs, consequently relegating those individuals to an infantile role.
- PREJUDICE:** A strong bias, negative or positive, towards an individual, a group, a race, or their supposed characteristics based upon a prejudgment which closes a person's mind to further rational considerations.
- RACISM:** A doctrine that there is a connection between race and human traits and capacities, and that some races are inherently superior to others. Racism can also include such non-biological groupings as religious sects, nations, linguistic groups, and cultural groups under its concept of race.
- STEREOTYPE:** A distorted description, opinion, attitude, or judgment about an entire ethnic group which leads to an inability to perceive individual differences within the group or to perceive the whole scope of human possibilities.

APPENDIX A

REGIONAL ADVISORY PLANNING AND PUBLICATION COMMITTEE

COORDINATOR

LaVeta T. Johnson Smith
Educational Specialist, Urban and Ethnic Education
Illinois State Board of Education
188 West Randolph Street
Chicago, Illinois 60601

REGIONAL ADVISORY COMMITTEES

BLOOMINGTON-NORMAL

Dr. Thomas Nelson, CHAIRMAN
Department of Education
Curriculum and Instruction
Illinois State University
Normal, Illinois 61761

Howard T. Davis
Supervisor of Curriculum
McLean Country Unit District 5
700 Hale Street
Normal, Illinois 61761

Dr. William Legg
Director of Instructional Programs
Bloomington School District 13
Bloomington, Illinois 61701

N. Kay Parker
Normal Community High School
303 Kingsley
Normal, Illinois 61761

Joseph L. White
Normal Community High School
303 Kingsley
Normal, Illinois 61761

Benjamin M. Cottone
Administrative Assistant for
Instruction
School District 5
700 Hale Street
Normal, Illinois 61761

Colin B. Manahan
Chairman of Social Studies Dept.
Bloomington High School
1202 East Locust
Bloomington, Illinois 61701

Dr. Virginia Schnepf
Department of Elementary
Education
Illinois State University
Normal, Illinois 61761

Aaron A. Vessup
Human Relations Coordinator
City of Bloomington
Bloomington, Illinois 61701

CARBONDALE

Walter Robinson, CO-CHAIRMAN
Office of Rehabilitation
Administration
618 West Grand
Southern Illinois University
Carbondale, Illinois 62901

Arthur Black
Principal
Carbondale Central High School
200 North Springer
Carbondale, Illinois 62901

McKinley Jones
Assistant Director
Black American Studies
Southern Illinois University
Carbondale, Illinois 62901

Kenneth Peters
Models Cities Program
City Hall
Carbondale, Illinois 62901

Dr. Clifford Harper, CO-CHAIRMAN
Director of Black American Studies
Southern Illinois University
Carbondale, Illinois 62901

Sherman Brooks
Black American Studies
Southern Illinois University
Carbondale, Illinois 62901

Louella Davis
Carbondale Central High School
200 North Springer
Carbondale, Illinois 62901

Dr. Melvin Moore
School of Education
Southern Illinois University
Carbondale, Illinois 62901

CHICAGO METROPOLITAN AREA

William J. Adelman
Associate Director
Chicago Labor Education PROGRAM
University of Illinois at
Chicago Circle
Room 1312, SEO - Box 4348
Chicago, Illinois 60680

Reverend Paul J. Asciolla, C.S.
Editor
Fra Noi Italian American News
Box 268
Melrose Park, Illinois 60161

Jean Bernstein
Park Forest Public Schools
242 South Orchard Drive
Park Forest, Illinois 60466

Edwin Cudecki
Director of Foreign Languages
Chicago Public Schools
228 North LaSalle Street
Chicago, Illinois 60601

Miriam Greenblatt
111 Hagarth Lane
Glencoe, Illinois 60022

Dr. Mary E. Greig
Director of Social Studies
228 North LaSalle Street
Chicago, Illinois 60601

Edward Henderson, Consultant
Illinois Commission on Human Relations
160 North LaSalle Street
Chicago, Illinois 60601

Dr. Donald Klein
Cook County Educational Service Region
33 West Grand Avenue
Chicago, Illinois 60601

Dr. Mildred Kornacker
Department of Sociology
Northern Illinois University
DeKalb, Illinois

Dr. Martha Kishner
Director of Research and Evaluation
for Project Funding
Mayfair College
4626 North Knox Avenue
Chicago, Illinois 60630

Romona C. Jones
8350 South Drexel
Chicago, Illinois

Jaime McClendon
Human Relations Department
New Trier West High School
7 Happ Road
Northfield, Illinois 60093

James Nagle
Danville Junior College
Danville, Illinois 60832

Ronald O'Neal, Principal
Larsen High School
665 Dundee Avenue
Elgin, Illinois 60120

Ana Ortiz, Consultant
Bilingual Education
Illinois Commission on
Human Relations
160 North LaSalle Street
Chicago, Illinois 60601

Dr. Andrew Robinson
Director, Project Co-Op
Malcolm X College
Chicago, Illinois

Dr. Derek Singer
WTTW Educational Services
5400 North St. Louis Avenue
Chicago, Illinois 60625

Leather Thompson, Jr.
Webster Junior High School
316 Greenbay Road #605
Waukegan, Illinois 60085

Joseph Zurawski
Polish Museum
2515 North Menard Avenue
Chicago, Illinois 60639

EAST ST. LOUIS

Dr. Catherine Mason, CHAIRPERSON
Director of Counselors
School District 189
240 West Sixth Street
East St. Louis, Illinois 62201

Edna E. Allen, Director
Gifted Program Office
435 Missouri Avenue, Suite 504
East St. Louis, Illinois 62201

John H. Flamer
Office of President
Southern Illinois University
Edwardsville, Illinois 62025

Morris Hunt
627 East Keyes
East St. Louis, Illinois 62201

Wilbur C. McAfee
Instructor of Black History
Southern Illinois University
Edwardsville, Illinois 62025

Reverend Henry Nicholson
453 North 14th Street
East St. Louis, Illinois 62201

Mary Williams
Curriculum Center
9th and Ohio
East St. Louis, Illinois 62201

PEORIA

Dr. Sam Mungo, CHAIRMAN
Director of Urban Education Program
Illinois State University
1012 Maplewood
Peoria, Illinois

Mary Bennet
Hanna City Boys School
Route 116
Hanna City, Illinois

Lavean Birkette
Lincoln Elementary School
317 North State
Peoria, Illinois 61605

Erma Davis
Director
Carver Community Center
710 West Third Street
Peoria, Illinois

Dr. Romeo Garrett, Professor
Department of Sociology
Bradley University
Peoria, Illinois

Barbara Grethy
Lincoln Elementary School
317 North State Street
Peoria, Illinois 61605

Audrey Gibson, Counselor
Manual High School
811 South Griswold
Peoria, Illinois 61605

Mary Beth Harper
Peoria Central High School
1615 North North Street
Peoria, Illinois

Adrian Hinton, Principal
Whittier Elementary School
1619 West Fredonia Street
Peoria, Illinois 61606

Linda Klette, Home Economics
Manual High School
811 South Griswold
Peoria, Illinois 61605

Clarence Oliver, Counselor
Blaine Sumner Elementary School
919 South Matthew Street
Peoria, Illinois 61605

Jean St. Julian
Webster Elementary School
923 West Millman Street
Peoria, Illinois 61605

Katherine Timmes
Manual High School
811 South Griswold
Peoria, Illinois 61605

Mary Unser
Peoria School District 150
Peoria, Illinois 61605

Juliette Whitaker, Director
Child Development Center
713 West McBean Street
Peoria, Illinois

ROCKFORD

Frank Parrino, CHAIRMAN
Superintendent of Educational
Service Region
Winnebago County Courthouse
Rockford, Illinois 61101

Dr. George Aschenbrenner
Assistant Superintendent
Rockford Public Schools
201 South Madison Street
Rockford, Illinois 61103

Bernie Cannariato
Auburn High School
5110 Auburn Street
Rockford, Illinois 61103

Rose Choan
Rockford Public Schools
201 South Madison Street
Rockford, Illinois 61103

Mary Ditto
Eisenhower School
3525 Spring Creek Road
Rockford, Illinois 61107

Patricia Likes
Whig Hill School
3206 North Central
Rockford, Illinois 61103

Karen Stoyanoff, Consultant
Educational Service Region
Winnebago County Courthouse
Rockford, Illinois 61101

Dorothy Turner
McIntosh School
525 North Pierpont Avenue
Rockford, Illinois 61103

Stan Filips
Sky View School
3051 Rotary Road
Rockford, Illinois 61103

Joey Vee
Martin Luther King School
1306 South Court
Rockford, Illinois 61102

Paul Wixom
Principal
Martin Luther King School
1306 South Court
Rockford, Illinois 61102

Jane Zuehlke
Martin Luther King School
1306 South Court
Rockford, Illinois 61102

SPRINGFIELD

LaVon Wilson, CO-CHAIRPERSON
Springfield School District 186
2002 East Kansas
Springfield, Illinois 62703

Patricia Ann Braxton
312 Astoria
Springfield, Illinois 62703

Patricia Courtwright
1110 West Laurel #7
Springfield, Illinois 62704

Nancy McPherson
2616 East Lawrence
Springfield, Illinois 62703

Bettye R. Rambo
2025 Gregory Court
Springfield, Illinois 62703

Linda Kay Rakers
413 Broad Place
Springfield, Illinois 62703

Kathryn Ranson
101 Andover
Springfield, Illinois 62704

Phillip Withers, CO-CHAIRPERSON
Assistant Principal
Lincoln Elementary School
300 South 11th Street
Springfield, Illinois 62703

Maria Sue Simmons
2009 East Brown
Springfield, Illinois 62703

Gus Stevens, Professor
Sangamon State University
Shepherd Road
Springfield, Illinois 62708

Barbara Lee Stiska
2407 Haverford Road
Springfield, Illinois 62704

Dr. Paul R. Stone
Springfield School District 186
1900 West Monroe Street
Springfield, Illinois 62704

Barbara Von Behren
1 Kirkley Lane
Springfield, Illinois 62704

TEXTBOOK PUBLISHERS

Virginia Brown
Director, Early Childhood Education
McGraw-Hill Book Company
Webster Division
Manchester Road
Manchester, Missouri 63011

Frank Escher
Ginn and Company
191 Spring Street
Lexington, Massachusetts 02173

Bernice Furtak
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Amy Ginnow
Encyclopaedia Britannica Educational
Corporation
425 North Michigan Avenue
Chicago, Illinois 60611

Edward Hornby
D. C. Heath and Company
307 North Michigan Avenue
Chicago, Illinois 60601

Charles L. Mayer
Editor in Chief, Elementary Language
Arts
McGraw-Hill Book Company
Webster Division
Manchester Road
Manchester, Missouri 63011

Roxann McLean
Scott Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

Roosevelt Richards
Houghton Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107

Landon Risteen
Scott Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

David P. Ross
President
Afro-Am Publishing Company, Inc.
1727 South Indiana Avenue
Chicago, Illinois 60616

Daniel Ryan
Project Editor
Harper & Row Publishers
2500 Crawford Avenue
Evanston, Illinois 60201

Doris E. Saunders
Director, Book Division
Johnson Publishing Company, Inc.
820 South Michigan Avenue
Chicago, Illinois 60605

Richard L. Scott
Senior Editor, School Division
Rand McNally & Company
P.O. Box 7600
Chicago, Illinois 60680

APPENDIX B

PLAN FOR EFFECTIVE USE OF GUIDELINES

- Step 1. Carefully read document.
- Step 2. Identify persons to be involved in selecting instructional materials, i.e., textbook committees, school or district, community groups and administration.
- Step 3. Schedule time and space for the group to work, i.e., inservice, faculty meeting and PTA meeting.
- Step 4. Investigate resources to assist planning committee.
- Step 5. Apply the guide to review existing materials and to select new materials.
- Step 6. Identify problem areas:
 - a) attitudes in the community
 - b) availability of textbooks
 - c) resource leader, etc.
- Step 7. Seek solution to problems utilizing local and state resources.